

# Technology in School Not Boosting Achievement

Education News / September 18, 2015 / <http://goo.gl/6XiRDC>

(Excerpt) A new report from the OECD shows that “moderate” technology use in the classroom can improve learning, but that too much screen time is linked with a decrease in performance.

The report, entitled “[Students, Computers and Learning: Making the Connection](#),” was released by the Organisation for Economic Co-operation and Development who based the study on Programme for International Student Assessment (PISA) results. The PISA tests are given to 60,000 15-year-olds in 32 countries and the data is used to analyze the school systems between nations.

The report states that the implementation of technology is not an automatic achievement-booster:

*Limited use of computers at school may be better than no use at all, but levels of computer use above the current ... average are associated with significantly poorer results.*

*Put simply, ensuring that every child reaches a baseline level of proficiency in reading and mathematics seems to do more to create equal opportunities in a digital world than can be achieved by expanding or subsidizing access to*



Photo courtesy Nebraska Department of Education

*high-tech devices and services.*

Moderation is key, writes Joy Resmovits in the Los Angeles Times. Students should use computers only for certain activities that really benefit from the addition of technology. Students who use computers for drills in school at least once a week score more than 20 points lower than students who don't.

Continue reading at the link above

While the nation's graduation rate has reached a record high, nearly half a million young people will leave high school this year without graduating. A new report by [America's Promise Alliance](#) offers new insights – from

the perspectives of young people themselves – into [how support from adults and peers can help close the remaining gap between those who graduate from high school on time and those who don't](#). Last Saturday, **Michelle Obama, Shaquille O'Neill,**

and former President **George W. Bush** joined many other leaders for nationally televised [American Graduate Day](#) to bring awareness to students' needs. America's Promise Alliance <http://www.americaspromise.org/>

## SUPPORT NETWORKS KEEP POTENTIAL DROPOUTS IN SCHOOL

The Teachers Edition Newsletter / US Dept. of Education / October 8, 2015

## Where Are the Teachers of Color?

Motoko Rich / The New York Times / April 15, 2015



(excerpt)....Across the country, government estimates show that minority students have become [a majority in public schools](#). Yet the proportion of teachers who are racial minorities has not kept up: [More than 80 percent of teachers are white](#).

In some school districts, the disparities are striking. In [Boston](#), for example, there is just one Hispanic teacher for every 52 Latino students, and one black teacher for every 22 African-American students. The ratio of white

teachers to white students: one to fewer than three.

In New York City, where more than 85 percent of the students are racial minorities, 60 percent of the teachers are white. In Washington, black teachers represent close to half of all teachers — in a district where two-thirds of the students are black — but the Latino teaching force lags behind the growing Hispanic enrollment.

Few would say that a black child needs to be taught by a black teacher or that a Latino or Asian child cannot thrive in a class with a white teacher. “Ultimately, parents are going to respect anybody who they think cares for their kids,” said Andres Antonio Alonso, a professor at the Harvard Graduate School of Education. “But if there are no people who somehow mirror the parents and the kids, then I

think there could be a problem.”

A few studies have suggested a link between academic performance and children being taught by a teacher of their own race, although the effects are quite small. According to Anna Jacob Egalite, a postdoctoral fellow at Harvard and an author of a [new study](#), the largest improvements amounted to about one month of additional learning within a school year.

Read the full article at <http://goo.gl/RUL65U>

*Photo rights, Nebraska Department of Education*

## KINDERGARTEN ABSENCES HAVE LONG—TERM CONSEQUENCES

Education News / Kristine DeCarr / October 6, 2015  
Read article at <http://goo.gl/wA8Jlo>

A national report released by nonprofits Attendance Works and Healthy Schools Campaign suggests that a child’s attendance in kindergarten has a strong influence on future educational success.

The report looked at absenteeism among students, finding that those 5-year-olds who were chronically absent in their first year [continued to stay behind their peers in later grades](#), averaging 20 percentage points lower on reading tests and 25

points lower in math. These students were also twice as likely to be held back a grade.

“Poor attendance is among our first and best warning signs that a student has missed the on-ramp to school success and is headed off track for graduation,” the report says. “We must address attendance and its connection to public health early in a child’s life.”

According to the report, absenteeism rates among kindergartners were almost as high as the rate for high school freshmen. Findings estimate around 1 in 10 kindergartners to miss at least 18 days of school each year, equaling almost one month of class time.

... Students who had missed at least 3 days of school each month were found to receive lower NAEP scores in reading and math than their peers who were not absent as much. The report also claimed that that high rates of absenteeism in preschool and kindergarten has an influence over whether children end up being held back in the third grade. This is not the first time that this has been suggested; a number of other studies have found a link between chronic absenteeism, or missing at least 10% of the school year in early years of schooling, and a child’s ability to master reading by the end of the third grade.

# Celebrate Native American Heritage Month-November 2015



VISION MAKER  
MEDIA

NATIVE STORIES FOR  
PUBLIC BROADCASTING

UNO Film Festival to Feature Actor Rudy Youngblood,  
Films by Heather Rae & Russell Friedenberg

## November 6-8

The University of Nebraska at Omaha (UNO) hosts the Third Annual Native American Film Festival in Omaha, Nov. 6-8. Festival activities kick off at 7 p.m. on Friday at the Joslyn Art Museum with a screening of *Wind Walkers*, followed by a Q&A with actor Rudy Youngblood (Comanche, Cree, and Yaqui) and filmmakers Russell Friedenberg and Heather Rae (Cherokee).



## Students Urged to Ask Elders: 'Tell Me About Your Life'

What better way to learn about primary sources than by creating your own? Nonprofit radio-favorite **StoryCorps** is partnering with teachers to ask high school students to record an interview with an elder, as part of their **Great Thanksgiving Listen**. About the project, founder **Dave Isay** writes: "Together we will collect the wisdom of a generation and archive it for the future, while at the same time reminding our grandparents how much their lives and stories matter." [Sign up your class https://storycorps.me/about/the-great-thanksgiving-listen](https://storycorps.me/about/the-great-thanksgiving-listen)

## SMITHSONIAN INSTITUTE

<http://goo.gl/whpcuY>

Each year, the Smithsonian honors American Indian heritage Month with a calendar full of activities. Visit the American Heritage Month website each November for more information.



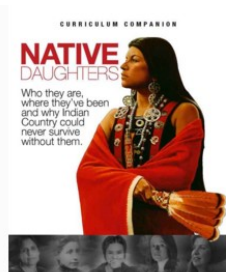
The National Museum of the American Indian (NMAI) is dedicated to acting as a resource for the hemisphere's Native communities and to serving the greater public as an honest and thoughtful conduit to Native cultures—present and past—in all their richness's, depth and diversity. The museum's website provides educators and others with access to the NMAI's growing annotated Index of Resources which include online exhibitions, posters, video, and other media organized by geographic region. Teaching materials developed by the museum for use in schools are listed by region or tribe and by theme under Classroom Lessons/Teacher Resources.

Visit the Folkways for recording s of Native American music and videos.

## Native Daughters, Past Present and Future

Revisit this fantastic of Native Daughters from Nebraska. Videos, curriculum guide and articles.

<http://www.education.ne.gov/mce/Guide.html>



## Native American Role Model Poster Set

Create awareness of Native Americans in health and science fields to encourage students to explore these professions.

<http://www.unmc.edu/mmi/education/sepa/role-model-posters.html>

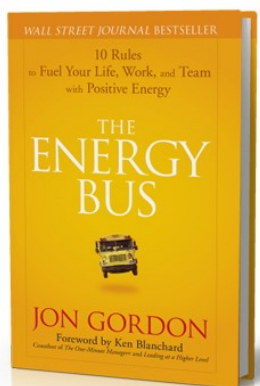


## October Book Review

### The Energy Bus by Jon Gordon

*"It's Monday morning and George walks out the front door to his car and a flat tire. But this is the least of his problems. His home life is in shambles and his team at work is in disarray. With a big new product launch coming up in 2 weeks for the NRG-2000 he has to find a way to get it together or risk losing his marriage and job. Forced to take the bus to work, George meets a unique kind of bus driver and an interesting set of characters (passengers) that over the course of 2 weeks share the 10 rules for the ride of his life... and attempt to help him turn around his work and team and save his job and marriage from an almost inevitable destruction."* --excerpt from the front cover of *The Energy Bus*.

Feeling a lot of negativity around you? Having a hard time getting yourself motivated? Need an energy boost for you, your staff or your students? *The Energy Bus* is the book for you! Jon Gordon presents a challenging message but does so in an easy to understand and implement way. It's really



more than just a book. It is a tool to help you take steps today to create a positive environment around you. It provides you with ideas to change your own thought processes and to help your staff or students get on the bus with you.

In addition to the book, the website, [www.theenergybus.com](http://www.theenergybus.com), provides additional materials. How about bus tickets for your staff to remind them of the positive culture you are creating? Teachers could give out "Destination Success" tickets to students to encourage them to do their best on projects, at competitions or on tests. Maybe you want to remind everyone how great your school is—hand out "Enjoy the Ride of your Life" tickets. There are over 27 downloadable posters to choose from including the comprehensive "10 Rules for the Ride of Your Life" poster that sums up everything.

### Recommended Reading



Free publication is downloadable from the Deans for Impact. This book "summarizes the existing research from cognitive science related to how students learn, and connects this research to its practical implications of teaching and learning

[http://www.deansforimpact.org/the\\_science\\_of\\_learning.html](http://www.deansforimpact.org/the_science_of_learning.html)

See Who Supports  
the Science of Learning



## Tips for Connecting Math and Literacy

### Writing & Critical Thinking

Have students keep math journals. Provide writing prompts that encourage students to explain their problem solving process.

### Vocabulary

Start a math word wall in your classroom to encourage the use of mathematics vocabulary and help students learn math symbols.

### Real-World Connections

Encourage problem solving by asking students to write math story problems for their classmates to solve. Bring in newspapers to inspire ideas: sport statistics, planning a budget for a shopping trip, looking at weather patterns, etc.

### Speaking

Add "math chats" in your daily lessons to encourage students to discuss mathematics in small groups and as an entire class.

### Reading

Create a math library in your classroom. Look for books that have a unique way of sharing mathematics that are engaging for your students.

*Provided by Nebraska Association of Teachers of Mathematics*

*Recommended authors:*

*Stuart J. Murphy, Jerry Pallotta, Greg Tang*

## Mathematics Vocabulary

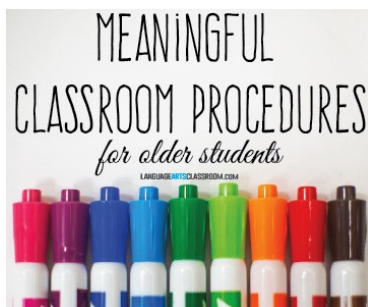
<http://lvermass@wikispaces.com>

- Use "**terms mathematicians use**" paired with informal terms. For example numerator and denominator with top and bottom of fraction.
- Use **trading or regrouping** instead of *borrowing or carrying*.
- Use **simplifying** instead of reducing.
- The "=" sign should be read as **the same as** or **equals** instead of *makes* or the answer.
- Use **substitute values** instead of *plugging values* into a number phrase or equation.
- Say the fraction **three-fourths** instead of *three out of four*. Fractions should be seen as one number not two separate numbers.
- Say **how are these shapes alike**, rather than *similar*. *Similar* in middle school relates to geometric shapes.

### 13 Rules that Expire

- When you multiply by 10, add a zero to the end of the number.
- Use key words to solve word problems.
- You cannot take a bigger number from a smaller number
- Addition and multiplication make numbers larger.
- Subtraction and division makes number smaller.
- You always divide the larger number by the smaller number.
- Two negatives make a positive (in multiplication not in addition).
- Multiply everything inside the parentheses by number outside the parentheses .  $4(3 \times 5)$
- Improper fractions should always be written as mixed numbers (think of a slope).
- The longer the number, the larger the number.
- Use "please excuse my dear aunt sally" or PEMDAS carefully. Addition and subtraction are at the same level and other options exist.  $15 - 3 + 4 = 16$  not 8.
- Create problem solvers who can reason, apply, justify, and use mathematics vocabulary.
- Create students who understand mathematics and do not believe the math is memorized or a bunch of tricks.

Many of these are referenced in an articles *Teaching Children Mathematics*, August 2014.



<http://goo.gl/BOnBH4>



1. **SMILE WHEN STUDENTS TRY TO GET YOU OFF-TRACK.** When you need them to be serious, but they keep goofing around, smiling just encourages them.
2. **HANDLE PROBLEMS PUBLICLY.** Addressing misbehavior in a public way risks embarrassing the student. This can make her retaliate, and next thing you know, you're dealing with a power struggle.
3. **ONLY GIVE VERBAL INSTRUCTIONS.** So many problems start with students not understanding what they are supposed to do, especially when teachers only speak directions instead of writing them.
4. **ADDRESS THE CLASS BEFORE EVERYONE IS QUIET.** Talk before everyone is listening and some won't hear you. Are they bad listeners, is your timing off?
5. **TALK WHEN STUDENTS ARE SUPPOSED TO BE READING... AND VICE VERSA.** The brain can't do both at once.
6. **PHRASE EVERYTHING AS A "DON'T."** If you tell a seventh grade boy not to tap his pencil, he still has pencil tapping on the brain.
7. **ALLOW BEHAVIOR INTERVENTIONS TO DRAG ON AND ON.** This not only takes away valuable instructional time, it also annoys the heck out of the other students, who are forced to sit and watch.
8. **STAY AT THE FRONT OF THE ROOM.** If you're always at the front of your classroom, you can't pick up on trouble in the early stages.
9. **ONLY FOCUS ON THE PROBLEMS.** You'll get more cooperation if you give equal (or more) attention to the behaviors you want to see.
10. **TAKE THINGS PERSONALLY.** Interpreting student misbehavior as a personal affront just makes things worse.

HOW TO AVOID THESE? SEE THE FULL ARTICLE AT:



## Management in the Tech-Equipped Classroom

edutopia

from Edutopia

### Classroom Management in the Tech-Equipped Classroom

The 3 key elements of classroom management in tech-equipped classroom: 1. Have a back-up plan 2. Keep it smart and simple 3. Control distractions

👍 69 ❤️ 6

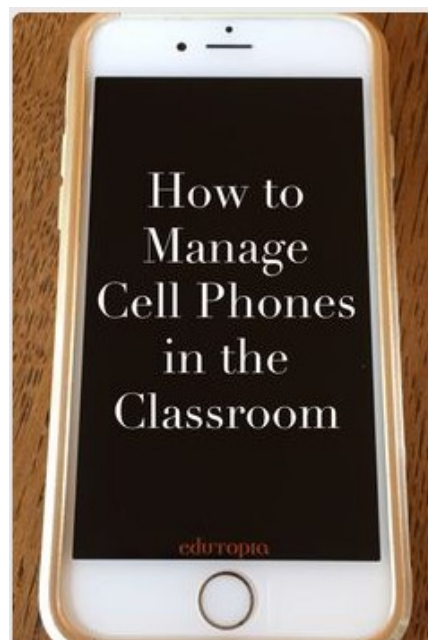
<http://goo.gl/x9eTNS>

Pinned from  
edutopia.org



## Theme Classroom Management

<http://goo.gl/SUOigc>



from Edutopia

### How to Manage Cell Phones in the Classroom

Cell phones aren't going anywhere, so how do you manage their use in the classroom? Blogger Ben Johnson offers some advice. BONUS: The comments are full of teacher-tested tips & tricks.

👍 62 ❤️ 6

<http://goo.gl/zVkjxt>



from Edutopia

### Positive, Not Punitive, Classroom-Management Tips

Taking punishment out of classroom management and focusing on positive strategies.

👍 52 ❤️ 4

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## Workshops, Webinars, Conferences

### A Dream Deferred: The Future of African American Education

March 7-8, 2016

Attendees will discuss new solutions, share best practices, and collaborate with colleagues to make a difference for African American students.

Sheraton & LeMeridien  
Charlotte Hotel, Charlotte, N.C.

<https://dreamdeferred.collegeboard.org/>

### Prepare: Educating Latinos for the Future of America

April 18-19, 2016

Participants will convene to discuss strategies to increase the preparation, access, and college completion of the fastest-growing student population in our public schools.

New York, NY  
<https://prepare.collegeboard.org/>

### Native American Student Advocacy Institute

June 6-7, 2016

One Vision conference to discuss new solutions, share best practices, and collaborate with colleagues to make a difference in the lives of American Indian, Alaska Native and Native Hawaiian students.

Arizona State University  
Tempe, AZ  
Information coming

## White House Initiative on American Indian and Alaska Native Education (WHIAIANE)

### STAKEHOLDER CALL TOPIC: SCHOOL ENVIRONMENT LISTENING SESSIONS FINAL REPORT

**October 29, 2015 1:00pm - 2:00pm EST    Number: 1-888-946-3504**  
**Participant passcode: 6958855**

On October 15, White House Initiative on American Indian and Alaska Native Education (WHIAIANE) released a school environment report called the School Environment Listening Sessions Final Report. The report was released and announced by William Mendoza, Executive Director of WHIAIANE at the National Indian Education Association's Convention in Portland, Oregon.

As part of the school environment listening sessions WHIAIANE heard from Native youth, schools and communities on ways to better meet the unique educational and culturally-related academic needs of Native American students.

Throughout the sessions, WHIAIANE collected information about the challenges related to school environment including bullying, student discipline, potentially harmful Native American imagery and symbolism, and the implications of all of these school environment issues.

The School Environment Listening Sessions Final Report is a summary of the findings from the October and November 2014 listening sessions. It identifies common issues and suggests recommendations to address the concerns shared by teachers, parents, community members, and students.

Please join us for a brief conference call about the contents of this report. The Department of Education press release is available on the ed.gov website. The School Environment Listening Sessions Final Report on the WHIAIANE website under the Native Youth Environment Initiative tab.



## Scholarships and Grants

This site offers great suggestions for all cultures. A free downloadable "How to Find and Win Scholarships" is available at <http://goo.gl/eV0Diu>

### Gates Millennium

**Deadline: January 13, 2016**

African American, American Indian/Alaska Native, Asian American/Pacific Islander or Hispanic American. Citizen or legal permanent resident; GPA 3.3 or GED.

<http://www.gmsp.org/> for forms and additional criteria

### State Farm Foundation: Grants

**Deadline: October 31, 2015**

We make it our business to be like a good neighbor, helping to build safer, stronger and better educated communities across the United States. Through our company grants, we focus on two areas: safety and education.

<https://goo.gl/1miiLe>



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Each classroom kit includes a 30-count pad of art paper, a poster, a reproducible entry form, contest instructions, and special teacher gifts.

To view artwork by previous winners, review official rules, and download required entry forms, visit the website below:

**[www.TFSintheCommunity.com/DreamCar](http://www.TFSintheCommunity.com/DreamCar)**



So many schools are using Google for Education. EDUCATION NEWS has written an article, "Google for Education Offers Online Training Center." It is worth the read to learn how teachers are using the apps and programs available.

<http://goo.gl/xbBYDW>



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Online newsletter: <https://sites.google.com/a/education.ne.gov/diversityconnectionnews/>